

EXPLANATIONS

Two advantages result from the arrangement of pages adopted in the IMPROVED CLASS BOOK: 1. The names of pupils in any class need to be entered *but once for a term of fifteen weeks*. 2. The standing for the term, instead of needing to be compiled from different parts of the book, is presented to the eye at one view.

The first two columns are intended for the classification of students by sections, and for the designation of each student by his number. It is recommended that in large classes the roll be called by sections, styled A, B, C, D, etc., with 5, 10, or 20 students in a section, the students in each section being numbered from 1 upwards; and that some student in each section, to whom has been given a card with the names of the students numbered as in the Class Book, answer for the presence of the members of his section by giving the *numbers* of those (if any) who are absent, or by answering "all present." If it is desired to keep a record of scholarship as well as a record of attendance, the following simple method may be adopted: 1. Let the upper half of the square for the day be used for the attendance, and the lower half for the scholarship. Let — denote absence; ÷ tardiness; (—) absence excused; (÷) tardiness excused.

Note the last two pages in this book. They contain an excellent system for entering and averaging the daily records.

If the teacher does not wish to use the average table and the system of marking accompanying it, the following plan may be used satisfactorily. If the student declines to recite, or if *nothing* in the student's recitation is correctly stated, let the mark be 0. If half of the work done by the student in his recitation (oral or written, or both) is correct, and half is only approximately correct, let the mark be 5; and, in general, let the mark be such a fractional part of 10 as the absolutely correct part of the recitation is of the entire work called for. Let only those recitations be marked 10 which are altogether free from error in statement, inaccuracy in expression, and hesitation in manner.

It is suggested that a written examination be held at the end of each month's work and the papers carefully reviewed, and that after all errors and all inaccurate expressions have been underscored, each paper be credited with its percentage of accuracy and returned to the student.

At the end of each month's record are four columns, in the first of which may be entered the average of the daily recitations during the month; in the second the credit for the examination; in the third the final credit for the month; and in the fourth the rank of the student in the class; number the student having the highest mark in the preceding column "1," the one having the next highest, "2," etc.

It is the habit of this writer to determine the credit for each month by adding to or subtracting from the daily average one third of the difference between it and the examination standing, and to determine the credit for the term by averaging the credits for the three months and modifying this term average by one fifth of the difference between it and the credit for the oral examination. If any teachers think this method makes the student's credit depend too much on the examinations, they can modify the daily averages by adding to or subtracting from them smaller fractional parts of the differences between them and the credits for examinations.

N. B. The blank margins following the monthly summaries are designed for temporary memoranda, and should be turned back or torn off to bring the class lists into proper connection with the following pages.

Note the Average Table at the back of this book. Teachers will find it invaluable in computing their records.